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ABSTRACT

This document describes a project to develop and implement a curriculum to convince parents and caregivers of 3- and 4-year-olds how important it is for them to read to their children, to enhance their own reading skills, and to promote their confidence in instructing their children. The 16-page project report discusses the achievement of 4 objectives: (1) curriculum development; (2) enrollment of 34 parents in the 6-week sessions; (3) parents' selection of age-appropriate books and reading aloud to their children; and (4) visits to the local library. The bulk of the document is the curriculum, which is designed for six 2-hour sessions and covers the following topics: reading and playing, reading and talking, reading aloud, reading and writing, reading and school, and reading and the library. Materials for each session include a list of objectives, directions for conducting a series of instructional activities, and some materials (for instance, drawings and worksheets to be copied, patterns for puppets, and a recipe for play dough) needed for the activities. Many of the activities are those that parents and caregivers can do later with their children; others teach skills that will help them interact effectively with their children about reading. For instance, reading aloud situations in which children are disruptive are role played. An evaluation form for participants is included. (CML)

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ED352535

Final Report

Ready, Set, Read

by

Esther Bratton, Instructor

Carol Molek, Adult Education Director

91-92

Tuscarora Intermediate Unit
Adult Education and Job Training Center
1020 Belle Vernon Avenue
Lewistown, PA 17044
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98-2065 - $4750

The activity which is the subject of this report, was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred.

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Acknowledgments

We wish to thank the Pennsylvania Department of Education for funding this project and especially Dr. John Christopher, Ed.D., Director, Bureau of Adult Basic and Literacy Education for his support of our programs.

We also extend gratitude to PDE Special Projects Advisor, Dan Partin, for his technical assistance and guidance. Funding for "Ready, Set, Read" has allowed us to enhance and develop our programming and delivery of much needed services to our area's adults.

As always we value the support of the Tuscarora Intermediate Unit Board and our Executive Director, Dr. Dale Heller. The Intermediate Unit continues to recognize our unique contribution to the total organization.

Special thanks to the staff of the Juniata County and Mifflin County Head Start programs. Both have worked cooperatively with us providing childcare, facility, and personnel. The success of "Ready, Set, Read" depended on this collaborative effort.

-Carol Molek, Project Director

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Appendix: "Ready, Set, Read" Curriculum

Abstract

Title: Ready, Set, Read
Director: Carol Molek

Address: TIU Adult Education and Job Training Center
1020 Belle Vernon Avenue
Lewistown, PA 17044

Phone No. 717-248-4942

Federal Funding: $4,750

Duration of Project:
From: 7/1/91 **To:** 6/30/92 **No. of Months:** 12

Objectives:

- to develop a "Ready, Set, Read" curriculum that will 1) stress the importance of parents reading to their children, 2) enhance adult's reading skills and 3) promote confidence in parents in the ways they instruct their children.
- to promote family literacy by serving approximately 18 parents over 2 six week sessions, 9 parents each session, by using the "Ready, Set, Read" curriculum (half of the participants will be new to our program).
- parents will select and keep 3 different age appropriate books for their child after looking at and discussing sample copies. Parents will improve basic skills by learning to read these books effectively to their children.
- parents will visit the local library and sign out and utilize at least 2 books with their child.

Description:

"Ready, Set, Read" was a family literacy program for ABE parents. The project encouraged family reading activities that help foster an enthusiasm for reading in children and adults. The curriculum came from adaptations of other's work, as well as original activities involving parents writing their own books and puppet story telling.

Target Audience:

Target audience for "Ready, Set, Read" was at least 18 ABE parents expressing a desire to work to develop a love for reading in their children.

Product:

A final report including detailed curriculum outline and bibliography.

Method of Evaluation:

Successful evaluation was based on completing the objectives as stated above. We served 34 parents through the program against our plan of 18.

Ready, Set. Read

Introduction

"Ready, Set, Read" was designed to promote improved reading skills for all members of families. The curriculum includes techniques that make reading books to pre-school children both fun and feasible to Adult Basic Education level parents. The curriculum is designed to help those with low reading levels develop the confidence and knowledge needed to foster an interest in reading within their children in the early childhood years.

The curriculum for "Ready, Set, Read" came from three basic sources. It includes ideas and activities from:

1. Project "PACT" (Parents and Children Together), a 310 Project (#85-98-6001) developed by the Development Center for Adults in Centre County,

2. "Laying the Foundations," a family literacy kit developed by Push Literacy Action Now (PLAN) out of Washington D.C., and

3. "Family Literacy, a manual for tutors and students," from Napa City-County Library, Napa, CA.

The time frame for this program in the 1991-92 year was as follows:

Phase One - July, August - Adaptation of curriculum and recruitment

Phase Two - Delivery of sessions - one, two hour class each week for six weeks

September - October - Session One

October - November - Session Two

December - January - Session Three

March - April - Session Four

Phase Three - May, June - Final report

The project director was Carol Molek, Adult Education Director of the Adult Education and Job Training Center. Ms. Molek has over eight years experience coordinating adult programs for the Intermediate Unit and developing curriculum. Ms. Molek directed the project, supervised the other personnel involved, was responsible for maintaining the planned time frame, recruited program participants and reported to and communicated with the Department.

Instructor for the project was Esther Bratton. Ms. Bratton has experience and credentials to ably coordinate family literacy programs. She has a B.S. in Elementary Education and a PA Teacher's certification. She has completed training and is certified as a Child Development Associate (CDA). She has been trained as a trainer for Family Literacy by the Pennsylvania Department of Education and has participated in many in-service staff development activities as an adult instructor for the I. U. As a Head Start instructor for over nine years Ms. Bratton taught nineteen three to five year olds. She created learning environments with a variety of experience to help the children develop socially, intellectually, physically and emotionally. Ms. Bratton's goal was to have each child experience much success and a positive attitude of confidence and self worth. Parents she worked with developed a greater understanding of appropriate expectations for their children. Ms. Bratton has been instructing in family literacy programs for over three years.

Audiences most benefiting from this project are Adult Basic Education parents. This family literacy project directly serves adults, but by increasing their parenting skills, indirectly also serves their children.

The audience for this final report is adult educators and administrators who are seeking ways to integrate a family literacy component into their ABE program.

Permanent copies of this report can be obtained from:

Bureau of Adult Basic Literacy Education
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and

AdvancE
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

"Ready, Set, Read" was administered by the Tuscarora Intermediate Unit No. 11. The Tuscarora Intermediate Unit is a local educational agency which provides education and management services to nine school districts and 3 vocational-technical schools in Fulton, Huntingdon, Juniata and Mifflin Counties.

The Intermediate Unit operates or oversees all Adult Center programs at the TIU Adult Education and Job Training Center. Center programs have included 306/321 ABE and GED programs; ACT 143 Program; the GED Alumni Association; various JTPA Programs; Carl Perkins project for single parents and displaced homemakers and thirty 310/353 special projects.

"Ready, Set, Read" was housed at the TIU Adult Education and Job Training Center at the Juniata-Mifflin Area Vocational Technical School in Lewistown, Mifflin County. The Adult Center is the home of a wide variety of adult education programs meeting the needs of adults in Juniata and Mifflin Counties. February '92 marked the Adult Center's 8th year of successful operation.

Statement of Problem

The need to break the cycle of illiteracy is well documented nationally, and "Ready, Set, Read" is a program designed to help break this chain. The existing need for such a program became very apparent when hearing comments from past ABE students. One young mother stated, "I just hate reading to my kids. I don't read very good, so they go to their dad when they want a book read." Another low level reading mother had commented, "I don't enjoy reading to my kids, so I don't do it." Other students had asked, "What kinds of books would be best for my child?" Even parents who realize the need to help their children develop reading skills often feel that the task is beyond their scope and that the school system will take care of that when their children reach school age. "Ready, Set, Read" helps bridge that gap and helps parents understand the great importance of reading with their children in the early childhood years.

Goals and Objectives

The goal of "Ready, Set, Read" is to improve the reading skills for all members of the family by instructing parents in reading readiness techniques.

Objectives for the project were:

1) - To develop a "Ready, Set, Read" curriculum that will 1) stress tc parents the importance of reading to their children, 2) enhance adult's reading skills and 3) promote confidence in parents in the ways they instruct their children.

2) - To promote family literacy by serving approximately 18 parents over 2 six week sessions, 9 parents each session, by using the "Ready, Set, Read" curriculum (half of the participants will be new to our program).

3) - Parents will select and keep 3 different age appropriate books for their child after looking at and discussing sample copies. Parents will improve basic skills by learning to read these books effectively to their children.

4) - Parents will visit the local library and sign out and utilize at least 2 books with their child.

Procedures

"Ready, Set, Read, " consisted of four six week sessions, September - April. Groups met once a week. Each session ran for 2 hours. The first three sessions were held at Juniata County Head Start facilities. The last session was held in Mifflin County at a Head Start Center.

Phase one of the project was to adapt the activities from the "PACT" curriculum, the "Family Literacy, a manual for tutors and students," curriculum and the "Laying the Foundations" kit to meet our program's needs. The sessions developed dealt with discussions on the importance of reading to children from infancy to school age. Sample books were purchased from a local bookstore prior to the start of the program. We looked at and discussed the age appropriateness of each book. We discussed techniques to use when reading each book and possible ways of extending the learning after the book had been read. Parents were then given the opportunity of selecting three books for use with their child. The books were taken home and kept by the families involved. While the children certainly enjoyed the books, the primary goal in giving the books to the parents was to improve the parents' reading skills and promote their understanding of the value of reading. The instructor aided each parent in selecting books both age appropriate for the child and also appropriate for the parent's reading level. For those parents interested in improving their own reading skills, referrals were made with existing education offerings at the Adult Center, as well as other appropriate agencies, to provide services to fulfill the needs of the participants.

Parents also made a book with their child and took it home to be shared. The curriculum developed also included a session on making and using puppets to aide in storytelling where the parents made a puppet and practiced using it to tell a story. Instruction was also given on use of the local library and on reading expectations of children before and after entering the local school system.

Results

Objective # 1

To develop a "Ready, Set, Read" curriculum that will

1) stress to parents the importance of reading to their children

2) enhance adult's reading skills, and

3) promote confidence in parents in the ways they instruct their children.

This objective was successfully met in the first two months of the program. A cooperative effort was made by a representative from the Adult Education and Job Training Center, a representative of the Juniata County Head Start program, and a representative of the Juniata County Library meeting together on several occasions to select activities that would best meet the literacy needs of local participants. Following the presentation of the four sessions, a complete curriculum was compiled and is included in this report.

Objective # 2

To promote family literacy by serving approximately 18 parents over 2 six week sessions, 9 parents each session, by using the "Ready, Set, Read" curriculum (half of the participants will be new to our program).

Due to excellent cooperation from the Juniata and Mifflin County Head Start programs we were able to offer "Ready, Set, Read" four times and to involve more people. Thirty-four people were enrolled and 25 of those were new to our program. Of those 34 enrolled 7 came only once. Two of those seven couldn't return because of work, one because of illness, one because she sent her husband (only one of them could attend), and three because of lack of interest.

Objective # 3

Parents will select and keep 3 different age appropriate books for their child after looking at and discussing sample copies. Parents will improve basic skills by learning to read these books effectively to their children.

The session the participants selected books for their children proved to be a favorite. The participants each selected three books and shared with the group why they felt these books would be appropriate for their children. They discussed age appropriateness, techniques to involve the children, and ways to extend the reading. Almost all of the parents did this very well and were willing to make suggestions to the few who had difficulty thinking of ways to extend the reading.

Following our discussion of the various books selected, each parent met individually with her/his child and read the books. All of the participants had some reading ability and most were able to read pre-school books. The instructor was close by the parents with low level reading abilities just in case they needed some help. One young child insisted on choosing a book I knew would be difficult for the mother to read. I spoke with the mother about sharing the pictures and she assured me someone in her household would be able to read the book to the child.

Making progress on improving a participant's reading level was, at best, very difficult to do within the context of these six sessions. What they did learn was how to choose books they could presently read and where to go for help if they were interested in improving their own reading abilities.

Objective # 4

Parents will visit the local library and sign out and utilize at least 2 books with their child.

The last session of "Ready, Set, Read" was held at the local library. Of the participants that attended the sessions regularly, only 1/3 of them attended this session. It was consistently the poorest attended session. Those that did attend gave positive feedback on the session, signed out books for their children, and got library cards if they didn't already have one.

Evaluation

Evaluation was an on-going process based on participants attendance and observations made during the sessions. A true/false questionnaire was also given during the first session and a multiple choice review was given during the last session along with a form for the participants to evaluate the program and make suggestions. (These three forms are included in the curriculum.)

As the sessions progressed each time we did the program, the participants' enthusiasm for sharing books with their children was evident. This culminated in session 5 when each parent found a spot in the room to read to their children. This activity would last from 15 - 20 minutes, and it was easy to observe the enjoyment that both the parent and child were having and to observe the success the parent was having sharing the book.

Of the parents who completed the evaluation form, all but one rated the program as a 10 on a scale of 1 - 10 with ten being the highest. She gave it a 4. She was probably the lowest functioning reader we had, and she did write on the form that she wished the program would continue all summer. That comment would indicate that she might not have completely understood the rating section on the form. Another participant wrote, "I thought the program was fun. I'm sorry I missed a couple of the meetings." Another one wrote, "I found out lots of information. Small kids will get enjoyment with books." And still another wrote, "I think the program is very well structured and I learned a lot about encouraging ways to help a child to read and also a way to spend quality time with our family and show the children they are important and loved by reading to them. You also should read at a very young age and gave us ideas what kind of books to read for certain ages."

These comments indicate the success of this program. We met our objectives and in some cases exceeded them. We were able to offer "Ready, Set, Read" four times instead of two and 34 people were enrolled instead of 18. With these positive results, we feel the program was very successful.

Dissemination

This project will be available for dissemination through:

Bureau of Adult Basic & Literacy Education Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and

AdvancE
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Specific questions should be directed to:

Carol Molek
Adult Education and Job Training Center
1020 Belle Vernon Avenue
Lewistown, PA 17044
(717) 248-4942

Conclusions/Recommendations

"Ready, Set, Read" provided participants with knowledge of the importance of reading to young children and helped give participants ideas and confidence needed to read to their children. Future funding for similar programs is recommended.

It is also recommended that efforts be made to work with existing pre-school programs for recruitment and possible sites to house the programs. Part of the success of this program was due to the cooperation between the Adult Education and Job Training Center and the Juniata and Mifflin County Head Start programs. Recruitment was made easier by using existing networks and the sites were ones already familiar and comfortable to most of the participants.

Due to the low attendance of the participants when the session was held at the library, it is also recommended that sessions 5 and 6 be reversed in the curriculum. Reversing these sessions would mean the selection of the three books the parents got to keep would occur during the last session and might encourage continued attendance.

READY, SET, READ!!

Attention: Parents and Caregivers of 3 & 4 year olds

Ready, Set, Read is a six week program offered three different times and at three convenient locations.
Starting dates are:

September 20th at Port Royal
October 25th at Mifflintown
December 6th at McAlisterville

All sessions are held on Fridays from 9 a.m. until 11 a.m.
For more information or to register call:

436-8613 - Jennifer
436-8207 - Esther

Sponsored by:
TIU Adult Education and Job Training Center
Juniata County Head Start
Juniata County Library

Ready, Set, Read

Curriculum

Session One Reading and Playing

Session Objectives:

- to orient the group and establish a positive climate
- to enable participants to realize the importance of parents to learning
- to enable participants to understand how children learn
- to enable participants to understand the value of reading to children

Activity One: Ice Breaker (attached)

Activity Two: Go over schedule and outline (attached).

Activity Three: Discuss the importance of parents to learning. Make the following points:

- Half of a child's mental ability develops between birth and four years old.
- Children learn constantly - through their play as well as their everyday activities such as eating and bathing.
- What children learn from one activity helps them learn other things.
- The more you learn, the easier it is to learn more, faster; therefore, the more children learn in their first years of life will affect how much they learn *throughout their lifetimes.*
- Through learning a child learns *how to learn* and how to function in a learning environment such as school.
- Parents are their children's first and most important teachers.

Activity Four: Discuss how children learn things. Brainstorm with the group and record their ideas on newsprint bringing out the following points:

- children learn through play
- children learn in natural settings
- children learn by watching someone and then trying things themselves
- children learn by repetition

Activity Five: Reading Attitude Survey (attached)

Read the survey to the participants as they fill in true, false, or not sure. Discuss each question when the survey is completed. Participants should understand that some questions are both true and false. Lead into a discussion of why reading to children is important making the following points:

- Reading to children helps them develop an interest in books and the world around them.
- Reading to children gets them ready to learn how to read.
- Reading to children helps them connect through their emotions to the outside world, especially those parts of the world with which they have no experience.
- Reading to children helps them develop their imaginations, work out ideas and acquire language and other skills that will help them learn on their own.

Activity Six: Participants work in pairs to come up with a list of things children could learn from:

- things in the kitchen
- a drive in the city
- things in the clothes closet
- things on TV
- things at mealtime

- a walk in the woods
- things in the backyard
- things in the tub
- things in the garage

When everyone has finished, come together and share ideas with the group.

Activity Seven: Participants develop same and different cards. (attached)

Activity Eight: Parents and children together.

Parents and children meet together to use the same/different cards.

The instructor concludes the session by reading the following book.

Just Like Me by Barbara J. Neasi

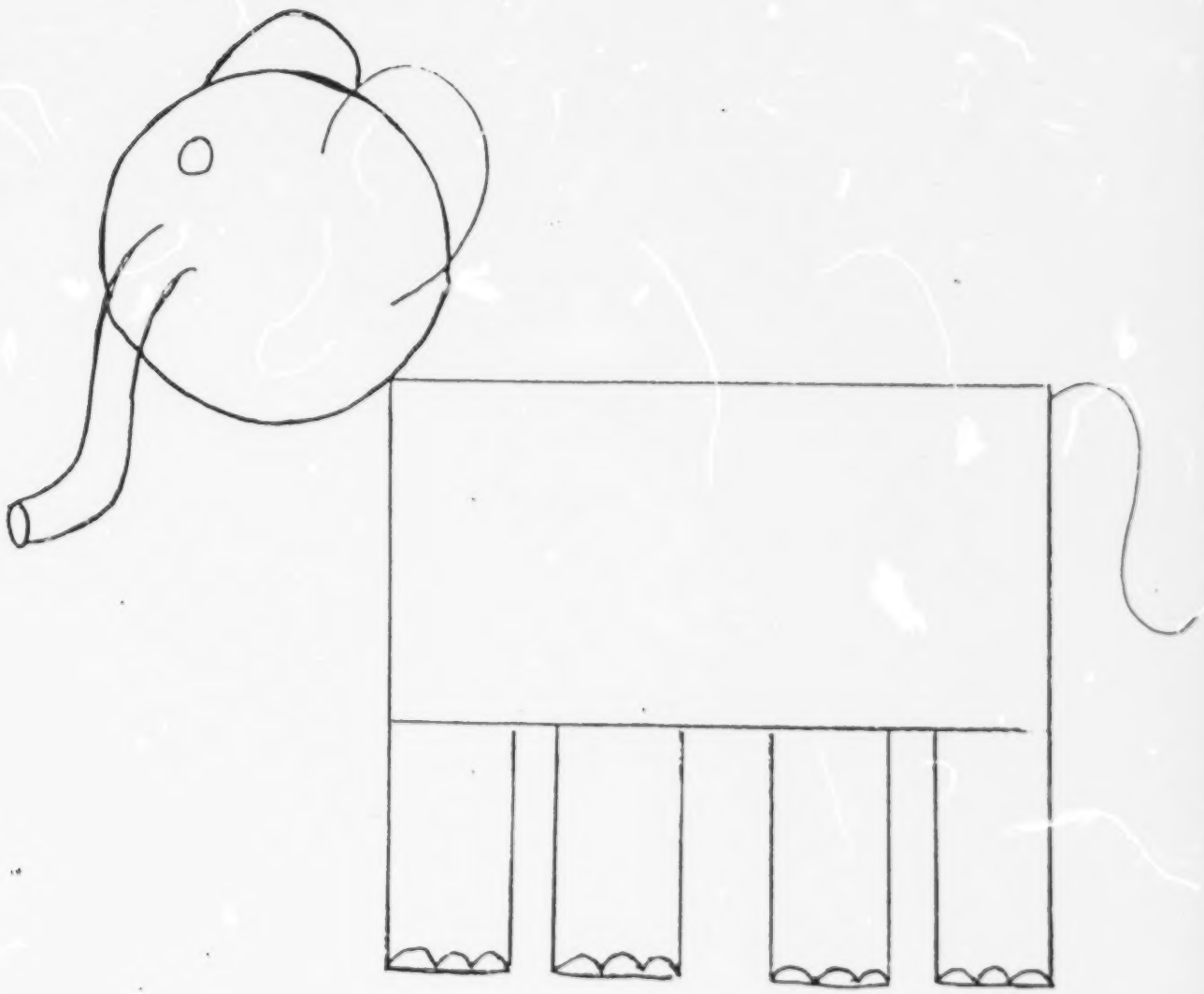
Ice Breaker

Objectives: 1) to help participants get to know each other.
2) to realize how difficult it is to understand how to create something you've never seen before, simply by listening to someone's directions.

Materials: Drawing (next page), blank paper, and pencils

Procedure: Participants work in pairs. One has a copy of the drawing on the next page, or one you create, and the other has a blank paper and a pencil. Sitting back-to-back, one participant describes what he/she is looking at, while the other tries to draw it without having seen it.

Evaluate: After everyone is finished with his/her drawings, discuss the process. Compare it to how a child might feel trying to do a new task simply following verbal directions. (Example - tying shoestrings)



OUTLINE
READY, SET, READ

DATES	TITLE	ACTIVITY
_____	Reading & Playing	same/different cards
_____	Reading & Talking	puppets
_____	Reading Aloud	make books
_____	Reading & Writing	finger painting
_____	Reading & School	select books
_____	Reading & the Library	tour & get cards

Name _____

READING ATTITUDE SURVEY

Write True, False, or Not Sure

_____ 1. Small children get bored if they hear the same story again and again.

_____ 2. The best way for children to learn something is to have someone tell them how.

_____ 3. Children are all ready to start school if they know their ABC's.

_____ 4. It is important to talk to small children, even to babies who don't understand.

_____ 5. Children like to look at books about things they have done or places they have been.

_____ 6. It is a good idea to take children to many different places when they are small.

_____ 7. Everyday activities, like getting dressed or taking a bath, can help your child learn reading skills.

_____ 8. Television can be good for children.

_____ 9. Children learn to read when they enter school, so parents need not be concerned.

_____ 10. Parents should help young children pick books at the library.

Plan, Inc., Laying the Foundations, 1988, Section B

SAME AND DIFFERENT CARDS

OBJECTIVES:

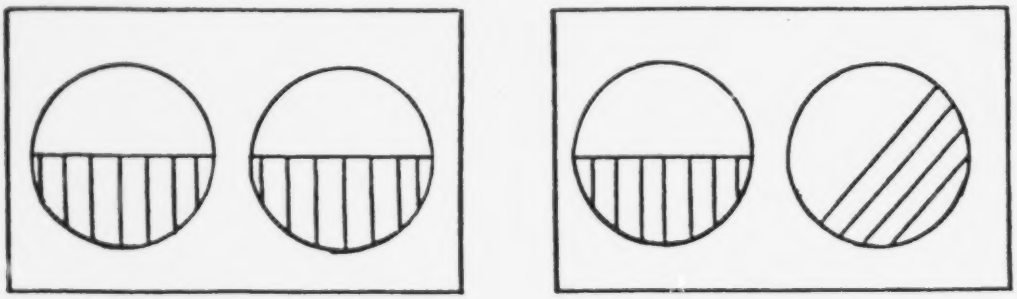
1. To develop the concepts of same and different.
2. To provide practice in talking about these concepts.

MATERIALS:

1. Index sized cards (3" by 5")
2. Felt pens or crayons for drawing objects, scissors
3. Patterns for same - different cards

CONSTRUCTION:

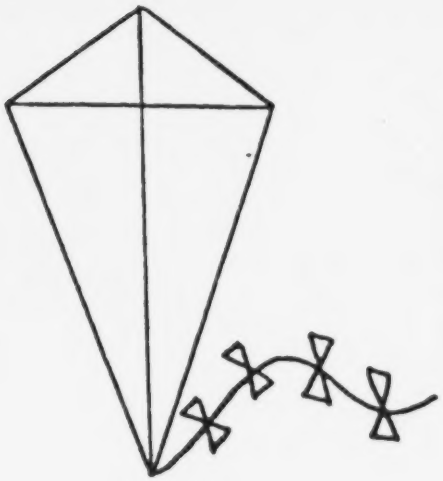
1. Make one card with the same picture on it twice (same) and one card with something different about one of the pictures (different).

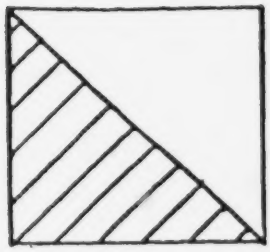


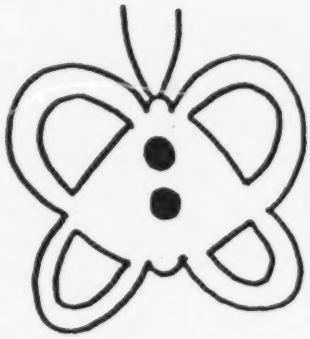
2. With each pattern make one card that is the same and one that is different.
3. Make some cards easy by using totally different pictures for the different cards and some cards hard by making only a slight difference, such as in the colors used or by leaving out something.
4. Make about twenty cards, ten being the same and ten being different.

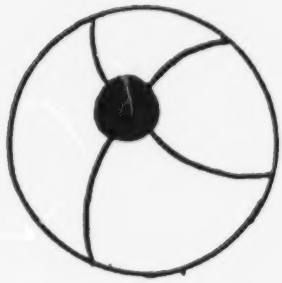
HOW TO PLAY:

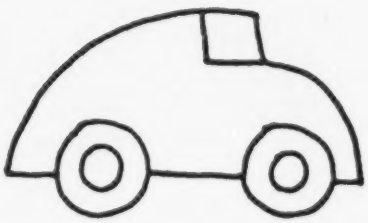
1. Show the child one of the easy same cards. Have him name the picture. Point out that both pictures on the card look exactly alike, so they are called the same.
2. Now show him the different card which goes with the same card and point out that the pictures do not look alike, so they are called different. Ask the child to tell you why the pictures look different. (One is green and one is blue)
3. Go through all of the cards naming the pictures, deciding

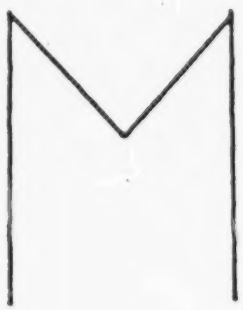


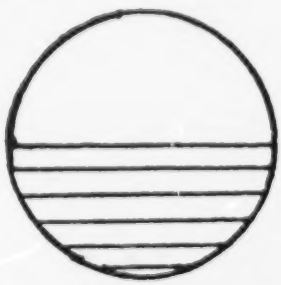


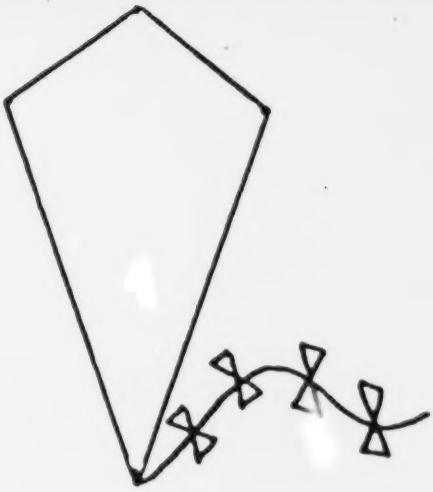


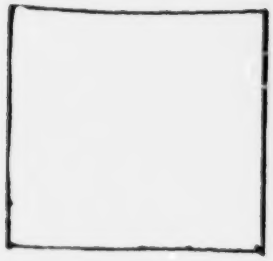


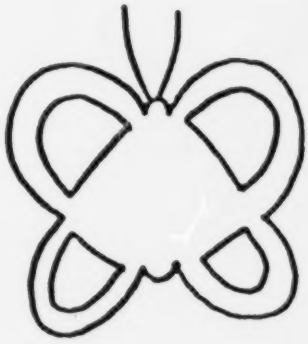


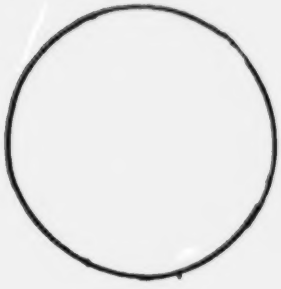


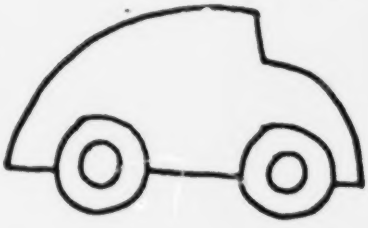












Session Two Reading and Talking

Session Objectives:

- to provide the participant with three methods of sharing a book or expanding the book that encourages talking by the child.
- to enable the participant to use wordless books.
- to practice telling new endings to stories.
- to make a puppet and utilize it in telling a story.

Activity One: Wordless books

The instructor shares a wordless book with the participants and has others available for examination.

By the Sea by Bertha Amoss
Deep in the Forest by Brinton Tunkel
The Snowman by Raymond Briggs
The Chicken's Child by Margaret Hartelius

Following the reading, discuss how to present wordless books to children making the following points:

- point out the title, author, and illustrator.
- hold the book so the child can easily see the pictures.
- discuss each picture with the child asking questions to draw out the story. (What do you see in the picture? What's happening? Where are they? How do the characters feel?) Move through the story allowing the child to talk about what they see and to spend as much time as they want on each picture.

Activity Two: New Endings

The instructor should read the book, Albert's Story by Claudia Long, to the page where Albert is about to say what he has on his back. Stop at this point and pair up the participants. One person should act as the adult and the other as the child. The adult should ask questions to draw a story out of the child. When everyone has finished, come together as a group and share the various story endings.

Activity Three: Utilizing puppets in story telling

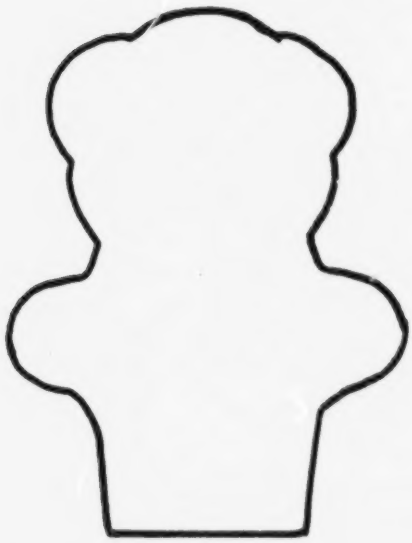
Puppets come in a variety of forms and can be very effective agents in telling a story. The puppet can be a central figure in the story or used to make-up a story. Show the participants examples of various puppets. They can be cut-outs on popsicle sticks, sock puppets, finger puppets, paper bag puppets, glove puppets, box puppets, etc... Demonstrate how you might use each puppet.

Read the story Brown Bear, Brown Bear by Bill Martin, Jr. and demonstrate the use of the Brown Bear puppet. (attached). Explain how to make the puppet and have each participant make one.

Activity Four: Parents and children together

Read Brown Bear, Brown Bear through one time. Give the children their puppets and have them move Brown Bear in and out of his cave to tell what he sees as you show the animal pictures again.

Brown Bear Puppet



Materials Needed: brown felt, straws, cups, l/4 inch pompoms, 5 mm moving eyes, glue, and glue gun

Procedure:

1. Cut out two pieces of the brown felt using the above pattern.
2. Glue the felt together leaving the bottom open.
3. Glue on the l/4 inch pompom for his nose, and glue on his moving eyes.
4. Make a hole in the bottom of the cup, and insert the straw.
5. Place the puppet on the end of the straw so child can move the bear up and down - in and out of the cup (the bear's cave). As the story is read have the children bring Brown Bear out of his cave to tell what animal he sees in the pictures.

Puppet People

You need:

An old glove
Scissors
Felt markers

You do:

Cut off the fingers of an old glove.
Use felt markers to make a fistful of puppet people or animals.
Make up stories using the puppets.
Have your child make up stories.

Napa City-County Library, Family Literary - a manual for tutors and students, 1990, p. 4-f

Simple Sock Puppets

Choose a soft sock.

Put your hand in the sock as far as the toe.

Keep four fingers together to form the upper part of the mouth. The thumb forms the lower part of the mouth.

Push the sock inside your hand.

Move your hand back and forth. Your puppet will talk!

A face can be added with felt, fabric or yarn.

Napa City-County Library, Family Literacy - a manual for tutors and students, 1990, p. 4-i

4-1

The Starts-Like Game

You say: "I'm going to say some words that start like *milk*. Listen: *mother, mop, map, moon*. Now you say a word that starts like *milk*."

Give hints:

It shines at night (moon)
You can see yourself in it. (mirror)
It is a little animal that likes cheese. (mouse)

Napa City-County Library, Family Literacy - a manual for tutors and students, 1990, p. 3-a

The Missing Word Game

You say: " I'll say something and leave out the last word. You tell me what word you think I left out."

example: Please open the_____.
If your child answers with any word that makes sense (*door, gate, window, package,* etc.) praise him and ask for other words that make sense.

People In Our Family

- Show your child family photographs, especially those that include him or her.
- Let your child tell you about each one.
- Ask questions to help your child get started.
  * Who is in the picture?
  * What were you doing?
  * Where was the picture taken?
  * How do you know?
  * How old were you?
- Use similar questions to encourage your child to talk about pictures in books and magazines.

3-b

Napa City-County Library, Family Literacy - a manual for tutors and students, 1990, p. 3-b

Session Three Reading Aloud

Session Objectives:

- to provide the participant with different techniques of reading aloud to make a story more interesting.
- to empower the participant to know when, where, and what to read to children.
- to enable the participant to deal with disruptive behavior when reading to children.
- to make a book.

Activity One: Reasons to read to children

Brainstorm with participants and record on newsprint all of the reasons they can think of for reading to their children. Continue brainstorming developing a list of when and where to read. Give handouts and compare the participants' list to those on the handouts. Conclude this discussion by making a list of various materials to read with children such as: books, magazines, newspapers, cereal boxes, recipes, food labels, coupons, signs, etc...

Activity Two: Reading techniques

Demonstrate reading aloud techniques by using different books. Imitate the different voices in Goldilocks and the Three Bears. Read with a loud voice then a soft voice in Maurice Sendak's Where the Wild Things Are. Read fast and slow using Go, Dog, Go! by P. D. Eastman. Encourage joining in on repeated lines in Jump, Frog, Jump! by Robert Kalan.

Have each participant choose one book from a selection of books and answer the following questions:

1) How can I read with expression to make the story more interesting? loud/soft; fast/slow; imitate noises; imitate different voices
2) How can child help to read? repeated lines; ask questions
3) How can I help child relate story to own experiences?

Activity Three: Handling disruptive behavior

Have participants role play the following situations with one being the parent and other the child.

Problem: Child wants to turn pages before you finish reading.

Problem: Child pokes, squirms, puts hand over words and is generally disruptive.

Problem: Child keeps wanting the story read again and again and you don't have the time.

Problem: Child keeps chattering, asking unrelated questions, shows no interest in story being read.

Follow these situations with a discussion of appropriate behavior for children of differing ages and attention spans. Make the point that it's time to stop reading if the activity is no longer fun. Follow the child's lead.

Activity Four: Make a book (attached)

Seven Reasons to Read To Your Children

1. Because when you hold them and give them this attention, they know that you love them.

2. Because reading to them will encourage them to become readers.

3. Because children's books today are so good that they are fun even for adults.

4. Children's book illustrations often are the best, giving them a lifelong feeling for good art.

5. Because, until they learn to read for themselves, they will think you are magic.

6. Because for that short space of time, they will stay clean and quiet.

7. Because, if you do, they may then let you read in peace.

Napa City-County Library, Family Literacy - a manual for tutors and students, 1990, p. 5-3

There's always room for a book.

Books make waiting easier for everyone. Don't leave home without one.

- Carry a book in the baby's diaper bag
- Bring books to doctor's and dentist's offices
- Keep books in the car for kids. Let one parent read while the other drives.

When and Where to read

- at bedtime
- while in the bathtub
- while on the potty chair
- when you're waiting
- while you are riding in the car
- when you are shopping
- Anytime! Anyplace!

Reading aloud may be the most important thing you can do to help a child develop a love of reading and reading skills.

Reading aloud is for everyone: mothers, fathers, aunts, uncles, big brothers, big sisters, grandparents, friends!

Napa City-County Library, Family Literacy - a manual for tutors and students, 1990, p. 5-6

Reading Fun

- While waiting in line at the supermarket, ask your child to read the back of the cereal box.
- As you clip coupons from newspapers or flyers, ask your child to group them by category: foods, paperproducts, etc.
- As you prepare a meal, have your child read the recipe and do some of the tasks.
- If your child is just learning the alphabet, go for a walk and ask the child to identify everything that begins with A, B, etc.
- Encourage the whole family to post notes, cards, schoolwork on the refrigerator for all to read.
- Have a book-nik. Pack a lunch, a blanket and books for each member of the family. Go to a park and read outdoors.
- Stories on the go. Record favorite stories or have your children record them on cassette tapes for use in the car.
- Put notes in your child's school lunchbag.
- Play games with your child.

Napa City-County Library, Family Literacy - a manual for tutors and students, 1990, p. 5-a

Making a Book

Objective: Parents and children make a book together to emphasize the importance of sharing books and reading.

Book Title: Things I Like

Material Needed: Oaktag, plastic cover sheets (or photo covers), glue, markers, scissors, chicken rings (or metal rings or yarn), glue, magazines, catalogs, old greeting cards, wallpaper samples, and hole punch.

Procedure: (Parents construct the book cover and its pages)

1. Cut oaktag to fit inside 5 plastic sleeves. One per sleeve.
2. Cut a cover out of the wallpaper samples making appropriate holes with the hole punch.
3. Hook the cover and pages together with chicken rings, metal rings or yarn.
   (Parents and children together)
4. Cut out pictures of things child likes from old magazines, catalogs, and greeting cards.
5. Glue pictures on to oaktag.
6. Write any sentences or words child dictates about the picture.
7. Slip pictures in appropriate sleeves.
8. Share books with each other.

Session Four Reading and Writing

Session Objectives:

- to understand the relationship of reading and writing
- to identify a variety of materials children can use when writing.

Activity One: Video: "Drop Everything and Read"

Show the first 20 minutes of this video which reviews the importance of reading to pre-schoolers. Also note and discuss the portion of the tape that talks about children writing.

Activity Two: Materials to use when writing

Have participants work in pairs to do the following:

- Keep a pencil and small notebook in your purse or jacket pocket. List times child might entertain him/herself by writing.

- List some things you can write in. (i.e. sand, rice, etc.)

- Make a list of things child can place properly to write his or her name. (i.e. stones, Alphabits, etc.)

- Make a "Dabble Bag". (Things child might use to write, draw, create). What might you put in it? How and when would you use it?

Share list with the entire group.

Activity Three: Fingerpaint with the children. Use freezer paper or fingerpainting paper, fingerpaints (or other medium such as pudding, or shaving cream).

Activity Four: Parents and children together

Read Harold and the Purple Crayon by Crockett Johnson.

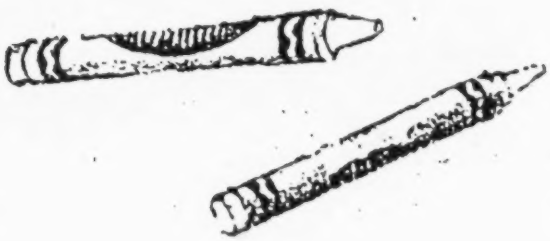
Do an experiment using food coloring and water to show children what happens when yellow and blue are mixed together. Use three cups of water - make one blue, one yellow, then pour some blue and yellow into the third cup and watch it turn green. Then read the story Little Blue and Little Yellow by Leo Lionni.

Encourage your children to write!

Children see adults write and they like to pretend that they can write too.

Children learn a lot about **reading by writing.**

- Give your child paper and crayons. Have him draw a picture and tell you what the picture is about. Your child is creating a story and you are helping your child learn to read. Even a two year old enjoys this!



- Help your child know that printed words are talk written down. Ask your child to tell you about something important to him. It could be a place you visited yesterday, a television show, today's weather or a made-up story. As your child talks, print the words on a paper. When your child finishes, read the words out loud. Explain, "This is what you said".

6-1

Napa City-County Library, Family Literacy - a manual for tutors and students, 1990, p. 6-1

• Write stories with your child about himself. One of the most important stories for your child to know is his birth story. Tell him. Write it down for him.

A BOOKLET FOR YOUR CHILD TO WRITE ABOUT HIMSELF IS IN THE POCKET FOLLOWING THIS SECTION. A FORM FOR YOU TO WRITE YOUR CHILD'S BIRTH STORY FOLLOWS THIS PAGE.

• If you encourage your child to write the alphabet letters, you are helping your child learn to read.

SOME IDEAS TO ENCOURAGE LEARNING THE ALPHABET FOLLOW THIS PAGE.

• Praise writing efforts. At dinner, read what they wrote.

• Display your child's writing on the refrigerator or a bulletin board.

• Send some of the child's writings to grandparents.

6-2

Napa City-County Library, Family Literacy - a manual for tutors and students, 1990, p. 6-2

An Alphabet Book

There are many alphabet books available in libraries and bookshops, but your children will also learn from the books they make themselves.

- You or your child prints a letter in upper and lower case at the top of a sheet of paper. Keep a supply of magazines and color catalogs on hand. When your child sees a picture of something that begins with the letter, he cuts it out and pastes it on the paper.

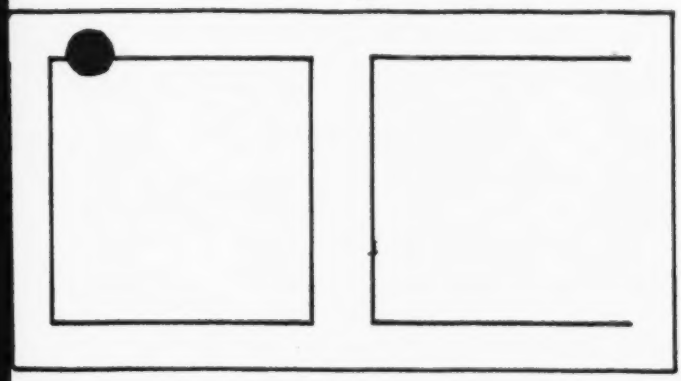
- Plan to let your child work on one letter page at a time. You can go in order from A to Z or have your child choose a letter each time.

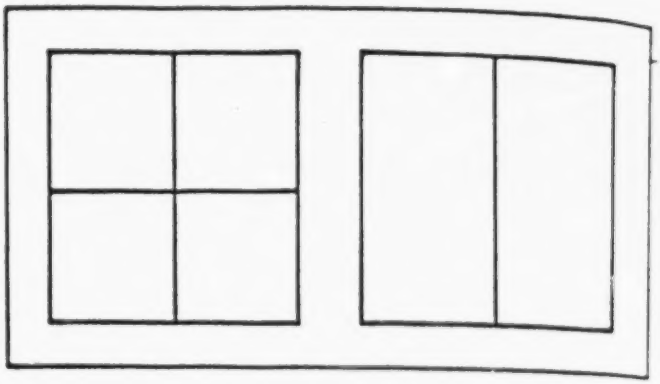
- The page may have one picture on it or many pictures. If you have lots of pictures, let your child have more than one page for a letter.

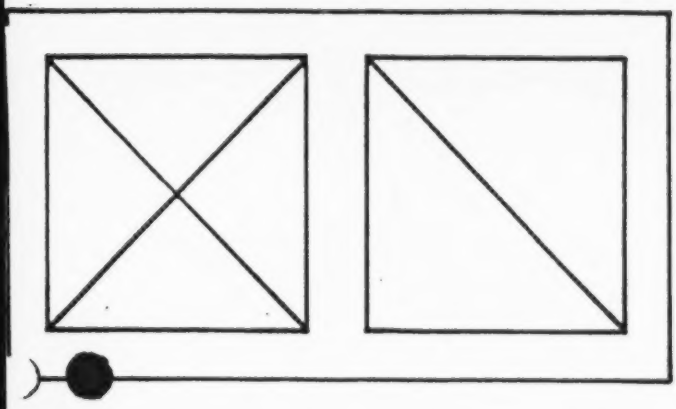
- When finished, you and your child can staple the pages together.

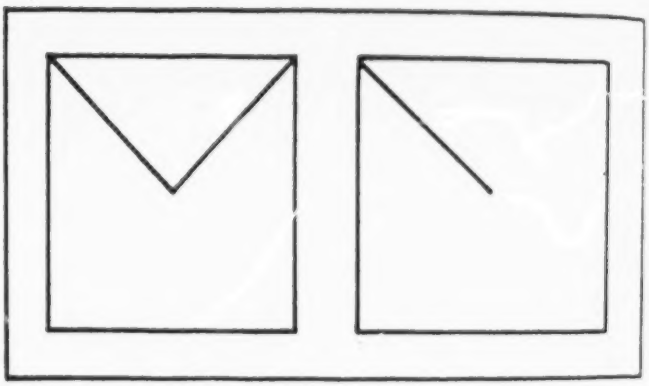
Napa City-County Library, Family Literacy - a manual for tutors and students, 1990, p. 6-C

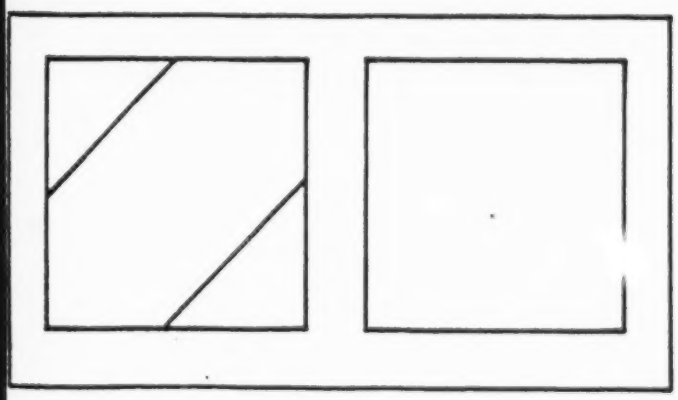
Look at the pictures in each box. Complete the second picture in each box to look the same as the first picture.

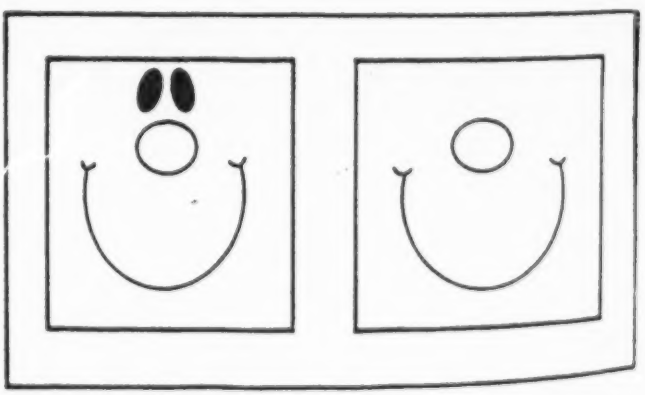


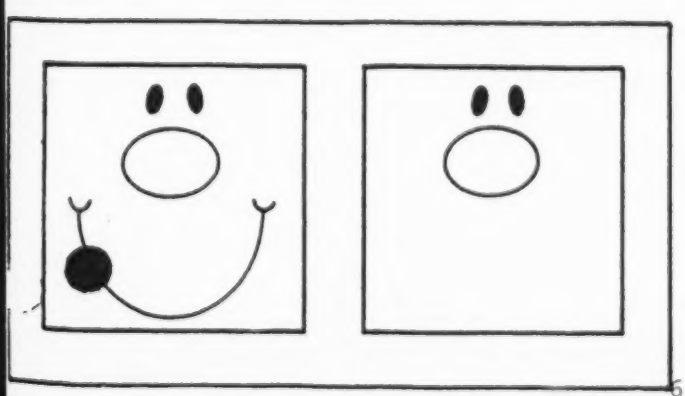


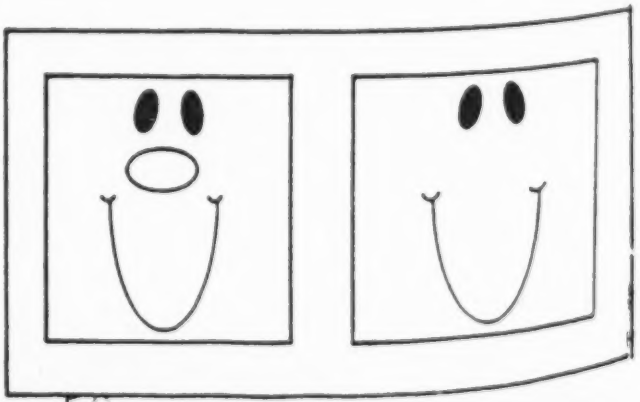












Napa City-County Library, Family Literacy - a manual for tutors and students, 1990, p. 6-d

Birth Story

When I was waiting for you to be born, we lived in _____.

I felt so _____. The day came. You were born in _____, on _____.

You weighed _____.

When I brought you home _____.

was/were there waiting for you. They said _____

Your eyes were _____.

Your hair was _____.

You were _____.

word box

hospital • brother • sister
grandma • grandpa • blond
brown • black • blue
pounds • happy • excited
beautiful • cute • wonderful

Napa City-County Library, Family Literacy - a manual for tutors and students, 1990, p. 6-a

Writing Box

materials:

- large shallow box with a lid
- dark paper
- salt

preparation:

- Cover the inside bottom of the box with dark paper.
- Pour in enough salt to cover the bottom of the box

activity:

- Your children now have a writing box.
- Using their fingers they can practice making letters, numbers and shapes.
- When they are finished, smooth the sand to make a "clean slate".

Napa City-County Library, Family Literacy - a manual for tutors and students, 1990, p. 6-b

Edible Alphabet

Learning to recognize letters of the alphabet is not only fun, but it tastes good if you shape the ABCs out of things your children like to eat.

- Pancake Letters
  Make pancake batter, but instead of pouring the batter onto the griddle in circles, make the shapes of letters. These skinny pancakes cook quickly. Let your child help flip and serve them.

- Cookie Letters
  Make your favorite stiff dough for cutout cookies. Roll out the dough and cut out the letters with a knife.

- Cheese Letters
  Give your child a slice of cheese. Let the child nibble the cheese to form the letters and shapes. Have him tell you what he's made. You can do the same with a piece of bread or a sandwich.

Sandpaper Letters and Numbers

Cut letters a to z from sandpaper squares. Your child can not only see the letters, he can feel them!

Do the same for numbers.

5-b & 5c

Napa City-County Library, Family Literacy - a manual for tutors and students, 1990, p. 5b & 5c

Play Dough Recipe

You need:

- 1 cup of flour
- 1/2 cup of salt
- 1/2 cup of water
- 2 tablespoons of vegetable oil (to make the dough smooth and nice smelling)
- 2 tablespoons of cream of tartar (a preservative)
- food coloring

You do:

1. Mix the flour, salt, oil and cream of tartar together in a pot. Then slowly add the water (use more if necessary).
2. Cook over medium heat, stirring until the dough becomes stiff.
3. Turn out on waxed paper, and let cool.
4. Knead the dough until it feels good in your hands.
5. Store the dough in a plastic bag in the refrigerator.

Napa City-County Library, Family Literacy - a manual for tutors and students, 1990, p. 4-m

Session Five Reading and School

Session Objectives:

- to help ease the transition from pre-school to public school by having a reading specialist from the local school district talk with participants.
- to become familiar with general areas of readiness needed to enter public school.
- to become familiar with the structure of the reading curriculum in the local public school system.
- to demonstrate choosing appropriate children's books.
- to have children and parents choose 3 books to take home.

Activity One: Invite a reading specialist from the local school district to talk with the participants about general areas of readiness needed to enter the local public school system and to familiarize them with the structure of the reading curriculum. Encourage the specialist to allow for some question and answer time with the participants.

Activity Two: Show the participants various kinds of children's books: folk and fairy tales, picture storybooks, easy to read books, predictable books, wordless books, concept books, counting books, alphabet books, picture dictionary, flap books, board books, poetry books, and Mother Goose. Talk about ways to extend the reading of some of these. Talk about choosing books with children by selecting books of appropriate age level, interests of the child's, and books you as a parent are able to read to them. Following this, have the parents each select a book and tell the group why they feel it would be appropriate for their child and how they might extend the reading.

Activity Three: Parents and children together

Have the parents and children select 3 books from those provided. Each parent and child should then find a quiet place in the room and share the books with each other. These books are then to be taken and kept at home. (The instructor should be aware of parents with low reading levels and be prepared to help with selecting appropriate books and even practicing reading certain books ahead of this session.)

Books were selected from these titles.

Authors	Title
Ludwig Bemelmans	Madeline
Norman Bridwell	Clifford the Big Red Dog
Margaret Wise Brown	Goodnight Moon
	The Runaway Bunny
P. D. Eastman	Big Dog...Little Dog
	The Alphabet Book
Don Freeman	Corduroy
	A Pocket for Corduroy
Eric Hill	Spot's Busy Year
Crockett Johnson	Harold and the Purple Crayon
Mercer Mayer	All By Myself
	Me Too
	What Do You Do With a Kangaroo
Robert McCloskey	Blueberries For Sale
Beatrix Potter	The Tale of Peter Rabbit
Margaret and H. A. Reys	Curious George
Maurice Sendak	Where the Wild Things Are
Cindy Szekeres	Good Night, Sammy
Gabrielle Vincent	Ernest and Celestine's Picnic

Session Six Reading and the Library

Session Objectives:

- to visit the local library and talk with the children's librarian.
- to get a library card if needed.
- to check out at least two library books.
- to evaluate the program.

Activity One: Make arrangements for a trip to the local library and talk with the child librarian about the parents in your group and what you expect from the visit. Plan for a tour of the library with a special emphasis on the children's division and the location of easy reading material for adults. (While the parents are touring, children should be in another part of the library doing other activities.) Those parents needing library cards should also get them.

Activity Two: Review concepts covered in the program by using the attached handout "Review."

Activity Three: Parents and children together

Have the child librarian select two or three stories to share with the parents and children together. Following this have the parents and children select at least two books to sign out and take home.

Activity Four: Have the participants evaluate the program using the attached evaluation form. The instructor should be available to help those with low reading abilities.

Review

Circle all correct answers.

1. As a parent I am the first and most important teacher for my child because:
(a) Half of my child's development takes place before he/she is five.
(b) I am the caretaker for my child and have the most responsibility for him or her.
(c) I am the parent and know more.

2. Television can be good for children if:
(a) It keeps them busy and out of trouble.
(b) I take the time to talk with them about what they see.
(c) They enjoy watching.

3. The best way for children to learn how to do something is:
(a) For me to explain it to them.
(b) For them to watch somebody do it and then to try it themselves.
(c) For them to learn about it in school.

4. It's a good idea for parents to help young children pick books at the library:
(a) Because they don't know how to pick for themselves.
(b) So they can see that you enjoy searching for books, too.
(c) Because the librarians don't want little children to touch the books.

5. A good time to read to my child is:
(a) At a regular, quiet time every day.
(b) Just before supper.
(c) After school.

6. I can use an activity like getting dressed to help by child learn by:
(a) Using it as an opportunity to talk and follow directions.
(b) Letting my child manage as well as he or she can alone.
(c) Telling my child how to do the activity.

7. A child learns how to concentrate and pay attention:
(a) With no direction from anybody.
(b) By being punished a lot.
(c) When the parent gives the child activities that require concentration and attention.

8. Before I read a book to my child, I should read it myself so that:
(a) I know if it has a happy ending.
(b) I can decide how to use the book to teach my child new words and concepts.
(c) I know how many pages there are to read.

9. Children find out that books are important and interesting:
(a) In school, from their teacher.
(b) From television.
(c) If they see their parents reading books at home.

10. One way to make it easier for my children to read in school is:
(a) To teach them the alphabet.
(b) To read to them everyday when they are small.
(c) To make sure they have plenty of homework.

11. Children learn language by:
(a) Listening, talking and reading.
(b) Studying.
(c) Watching other people talk.

12. When choosing a book to read to my child, I should think about:
(a) Only the words.
(b) The words and the ideas.
(c) The words, pictures, ideas and print size.

13. I can help my child learn to think by:
(a) Pointing at things and asking the name.
(b) Telling my child to do things.
(c) Asking how and why questions.

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READY, SET, READ

EVALUATION

	Liked it		Used information & activity at home		Would you recommend this to a friend?	
	YES	NO	YES	NO	YES	NO
Reading & Playing same/different cards						
Reading & Talking puppet						
Reading Aloud make a book						
Reading & Writing finger painting						
Reading & School select books						
Reading & Library tour & program						

Do you have any suggestions for improving the program?

_____

_____

_____

_____

Overall rating of the program: 0 1 2 3 4 5 6 7 8 9 10
(low) (high)

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Family Literacy
a manual for tutors and students

Napa City-County Library
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prepared by
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Family Literacy Consultants

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PROJECT UPGRADE
Library Adult Literacy Program
707/253-4283
Frances Houser, Supervisor

June 10, 1992

Esther E. Bratton
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P.O. Box 140
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Dear Ms. Bratton:

Recently we received a letter from you requesting permission to duplicate pages from the Napa Family Literacy Tutor and Student Manual.

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Sincerely,

Frances W. Houser

Frances W. Houser
Supervisor, Project Upgrade

FWH:kt

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